DOCUMENT RESUME

ED 327 206 IR 053 386

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TITLE Bibliographic Instruction for Adults with Mental Retardation.
PUB DATE 3 May 90
NOTE 41p.; Paper presented at the Annual Meeting of the Illinois Library Association (Springfield, IL, May 2-4, 1990).
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; Comparative Analysis; *Instructional Design; Intermode Differences; *Library Instruction; Library Materials; *Mental Retardation; Nonprint Media; Pretests Posttests; *Public Libraries; *Research Projects; Users (Information); *Use Studies
IDENTIFIERS Champaign Public Library IL

ABSTRACT

Conducted as part of a practicum to be completed at the Champaign (Illinois) Public Library and Information Center, this study was designed to view the availability of appropriate bibliographic instruction for adults who are mentally retarded that will enhance both their ability to use library resources and equipment, and their desire to do so. With the assistance of Developmental Services Center (DSC) staff, 14 adults with mental retardation were selected as subjects. These subjects were randomly divided into three groups in which varying levels of bibliographic instruction were administered, ranging from no instruction at all (control group) to a library tour and two instruction sessions that included an introduction to the library's various nonprint services. All three groups participated in both a pre-test, which was designed to test their knowledge of library resources, and a post-test. Analyses of the data suggest that there was more appropriate use of the library by the participants after bibliographic instruction, and that neither IQ nor proximity to the library appeared to be a significant factor in determining library usage. Appendices, which make up more than half or he paper, include the pretest questions; an outline of the presentation to the Champaign Public Library staff; data on library card use by the research subjects; their responses to the pretest and posttest questions; and an annotated bibliography. (MAB)

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BIBLIOGRAPHIC INSTRUCTION

FOR

ADULTS WITH MENTAL RETARDATION

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Presented at

The Illinois Library Association
May 3, 1990

IR053386

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Introduction

I first became interested in the subject of bibliographic instruction for adults with mental retardation when I learned about and participated in a variety of bibliographic instruction programs for college students at the Undergraduate Library of the University of Illinois, Urbana-Champaign. Eleven different programs are available to a variety of students at UI, designed to help them learn to use the library's resources and equipment to the fullest. From online catalog instruction to term paper assistance, the Undergraduate Library at UI is resourceful and creative in its efforts to assist students.

An introduction to the literature of bibliographic instruction led me to wonder whether public libraries, too, were developing such programs, and whether there were any programs specially designed for adults with mental retardation, a group for whom the public library offers the only real educational alternative in a community. An initial review of the literature indicated that many public libraries are developing programs of bibliographic instruction, and that many of them were attempting to direct at least some of that effort to handicapped users. It was also very clear, however, that most libraries envisioned users with physical handicaps when they were designing those programs, not users with mental retardation.[1]

Frustrated in my review of library literature on the subject I turned to the literature of agencies and organizations that worked with adults with mental retardation and discovered there a growing volume of literature that discussed "normalization" or "integration" into the community of adults with mental retardation. Many of these articles and books discussed community services and agencies of potential value to adults with mental retardation, but nearly all of them failed to even mention libraries as a resource for these potential users.[2]

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[1]In a search of LISA and of Library Literature I discovered that the vast majority of articles on services to the handicapped treated the subject of the users who were deaf, blind, or confined to wheelchairs.

[2]The following volumes, specifically written to discuss community services for those who are mentally retarded, completely omit libraries as a resource: Brady, Michael P. and Gunter, Philip L., Integrating Moderately and Severely Handicapped Learners: Strategies That Work (Springfield, Illinois: Charles C. Thomas, Publisher, 1985); Birenbaum, Arnold, and Cohen, Herbert J., Community Services for the Mentally Retarded (Totowa, NJ: Rowman & Allenheld, 1985); Stark, Jack A., McGee, John J., and Menolascino, Frank J., International Handbook of Community Services for the

The overwhelming absence of references to library services in this literature could hardly be a simple oversight. The results of my search of both library literature and the literature of social services to the mentally retarded convinced me that there was a significant gap here. Clearly those who work with clients with mental retardation did not view libraries as resources available to their clients, and just as clearly, libraries viewed their services to the handicapped as applicable primarily to physically handicapped individuals.

Mentally Retarded (Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1984); Katz, Elias, The Retarded Adult in the Community (Springfield, Illinois Charles C. Thomas, Publisher, 1968); Shearer, Ann, Building Community With People with Mental Handicaps Their Families and Friends (London: Campaign for People with Mental Handicaps and King Edward's Hospital Fund for London, 1986); Gardner, James F., and Chapman, Michael S., Staff Development in Mental Retardation: A Practical Handbook (Baltimore: Paul H. Brookes Publishing Co., 1985); McConkey, Roy, Who Cares? Community Involvement with Mental Handicap (London: Sovenir Press (E & A) LTD, 1987); Craft, Michael, Bicknell, Joan, and Hollins, Sheila, editors, Mental Handicap: A Multi-disciplinary Approach (Philadelphia: Bailliere Tindall, 1985); Willer, Barry, and Intagliata, James, Promises and Realities for Mentally Retarded Citizens: Life in the Community (Baltimore: University Park Press, 1984); Lane, David, Noble, Sheila, Tidball, Michael, and Twigg, Sam, The Quite Evolution: The Planning, Development, Management, and Provision of Community Services for the Mentally Handicapped (London: Macmillan, 1983); and Bruininks, Robert H., Meyers, C. Edward, Sigford, Barbara B., and Lakin, K. Charlie, Deinstitutionalization and Community Adjustment of Mentally Retarded People (n.p.: American Association on Mental Deficiency, Number 4, 1981).

I.

Discussion with the Staff of the Champaign Public Library and Information Center

Knowing that the success of any bibliographic instruction program depends on the enthusiasm and support of the library staff entrusted with its execution, I contacted Cele Gaines, Acting Head of Adult Services at the Champaign Public Library and Information Center, in late October, 1988. I learned that CPLIC had no formal program of bibliographic instruction for adults with mental retardation, but had informally developed patterns of interaction with clients from Developmental Services Center.

Ms. Gaines directed me to Ms. Catherine Birdseye, Adult Services Librarian, who had taken the lead in developing ways of interacting with and serving handicapped users, including those who are mentally retarded. When Ms. Birdseye shared with me a paper she had written on librarians' attitudes towards persons with developmental disabilities I found an excellent argument, good bibliographical leads, and a base of support for providing services to adults with mental retardation.

Ms. Gaines agreed to allow me to develop the proposal for bibliographic instruction for adults with mental retardation as part of a practicum to be completed at Champaign Public Library and Information Center in the spring semester, 1989.

II.

Discussion with Staff at Developmental Services Center

In Champaign County the agency responsible for working with most adults with mental retardation is the Developmental Services Center. Of some 400 adult clients of DSC, more than half are affected with mild, moderate, or severe retardation. In developing the proposal for bibliographic instruction for adults with mental retardation, it seemed both sensible and appropriate to approach the staff of D.S.C.

Working with the staff of D.S.C., moreover, insured the observance of all precautions necessary when conducting research with human subjects. Before any formal steps of the research were initiated I wrote a letter to the director of D.S.C., requesting permission to discuss the research proposal.[3] On November 15, 1988, I met with Mr. Tim Vance, psychologist at the Developmental Services Center, to discuss my research proposal. After signing the research criteria/procedures form necessary to conduct research at Developmental Services Center,[4] I discussed with him a variety of potential problems in conducting the experiment, learned about other experiments conducted at D.S.C. in recent years, and gave further thought to the experiment itself.

Prior to our conversation I had envisioned the experiment as being primarily mechanical / cognitive; I would administer a pre-test that measured users' ability to use library materials and equipment, conduct the bibliographic instruction program, and then administer a post-test to measure the results of the program.

Mr. Vance pointed to another, more difficult problem impeding clients' abilities to use public libraries: the ability to ask for assistance or information in effective ways. Mr. Vance's suggestion raised an important area of concern for this proposal, and following our meeting I searched through the professional literature from the various disciplines whose work it is to assist adults with mental retardation, to try to determine what kind of research was currently being conducted in the area of social communication skills.

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[3]A copy of my letter, sent October 10, 1988, can be found in Appendix A.

[4]A copy of the Research Criteria/Procedures is attached in Appendix B.

Many of the research proposals and experiments conducted in this area have potential bearing (both positive and negative) on the issue of bibliographic instruction for adults who are mildly retarded, although few, if any, of the research projects involve libraries of any kind.

My conversation with Mr. Vance and my review of the relevant literature did convince me, however, that any successful program of bibliographic instruction for adults with mental retardation must include the acquisition of the communication skills necessary to seek and receive information and assistance.[5]

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[5]The number of research projects conducted in this area is impressive, although the methods and results vary widely. A critique of most of the relevant entries will be found in Section I of the Select Annotated Bibliography.

III.

Development of the Experimental Model Itself

The major portion of the research involved five major steps:

A. The assumption guiding this research is view the availability of appropriate bibliographic instruction for adults who are mentally retarded will enhance both their ability to use library resources and equipment and their desire to do so. The examination of this problem framed the hypothesis guiding the research.

B. The pre-test was designed to test the subjects' knowledge of and interest in library resources and equipment. It also was needed to assess their ability to communicate their desire for information or assistance in appropriate and effective ways.

C. The process of randomizatien was used to select subjects for participation in the experiment, both for the control and for the experimental group.

D. Following administration of the pre-test to all subjects participants were divided into three groups:

GROUP I. Group I participated in the pre-test and the post-test, and were given a short tour of the library.

GROUP II. Group II participated in the pre-test and the post-test, were given a short tour of the library, and participated in two one hour sessions of bibliographic instruction. The first session was an introduction to the various non-print services available at the library. The second session was devoted to learning how to search for materials (browsing, using the card catalog, and asking the librarians for assistance).

GROUP III. Group III participated in the pre-test and the post-test but did not receive a library tour or any bibliographic instruction.

E. Following the bibliographic instruction program a post-test was administered to all participants, in both the control and experimental groups, to measure any change in their knowledge of and interest in library resources and equipment and their ability to communicate their desire for information or assistance in appropriate and effective ways.

IV. Description of the Research Project

Developmental Services Center (DSC) staff helped the investigator contact clients with mental retardation who were invited to participate in this research project during February, 1989. Each person met with the principal investigator, discussed the project, and decided whether or not he/she wished to participate. Those who did decide to participate discussed with the investigator the parameters of the project and signed a consent form,[6] agreeing to participate at whatever level was selected.

Through this process a final pool of fourteen adult participants was selected. The participants were assigned randomly to the three different groups, each with a different level of participation.

In early March, 1989, the pre-test was pre-tested with four DSC clients who did not otherwise participate in the project. Professor Herbert Goldhor reviewed the results of this pre-test and made a number of helpful suggestions for improving the pre-test.

When the final form of the pre-test was completed it was administered to all fourteen participants between March 3 and April 20, 1989.[7] Each participant met privately with the investigator who explained the process to be followed. The investigator then read the question to the participant, asked if she/he understood the question, and then recorded the client's answer. If additional prompting was needed the investigator asked the question one more time, and, if there was still no response, recorded "no response" or indicated gestures, etc.

Once it was determined that the people assigned to Group III had library cards and understood the program, they were invited to use the library as they chose, reminded that the use they made of their library cards would be recorded for the next six months, told that they would be contacted again in the future to take the post-test.

Persons assigned to Group I and Group II were all invited to the Champaign Public Library and Information Center for an introduction and library tour on April 20, 1989. During a ninety minute period

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[6]See Appendix C for copy of Consent Form.

[7]The final version of the pre-test is included in Appendix D.

clients met in the library meeting room, saw a library-produced film about the Champaign library, talked about the project, took a library tour, took the pre-test,[8] and received library cards.

Members of Group I were then invited to use the library any time, and were give the same reminders participants in Group III received at the time they had completed the pre-test.

Group II members made two additional one hour visits to the library: May 11 and May 23, 1989.[9] During the first visit they discussed ways to find a book on a subject in which they were interested. Since the investigator transported the participants from the Developmental Services Center to the library (a distance of about 3 miles), he was able to use the trip to discuss the way in which people find street addresses. Participants read street names on signs and then looked at the progression of house numbers on certain streets.

When they arrived at the library the participants were encouraged to think about books having addresses like houses. They walked through aisles first to become familiar with the "street" names, noticing how the Dewey numbers grew larger as they walked down each aisle.

Participants then went with the investigator to the card catalog which was compared to a telephone book containing the address of each book. Each participants was given a particular card and encouraged to find the book on the shelf. With varying levels of assistance all participants eventually found the title assigned.

After finding the book participants were assisted to the circulation desk where they learned the borrowing procedures and rules. That exercise concluded the first day of instruction.

The second visit to the library was devoted to learning about non-print materials and discovering the kinds of assistance available

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[8]Champaign Public Library staff conducted tours and assisted in processing new library cards while the investigator conducted the pre-tests.

[9]Prior to Group II's two visits to the library the principal investigator conducted an inservice session (May 9, 1989) with the Adult Services Department of the library, familiarizing them with the research project, discussing with them their attitudes towards persons with mental retardation in the library, and offering some background on library services to persons with disabilities. An outline of the presentation is included in Appendix E.

in the library. The head of the Audiovisual Services Department conducted an extended tour of that department, focusing on popular titles in film, audiocassettes, compact discs, and recordings.

Participants were encouraged to borrow these items, and the library's fee schedule for audiovisual materials was explained.

The investigator then talked with the group about asking for help at the reference desk. Each person was asked to think of a question she/he might ask of the reference librarian, and the group then approached the reference desk and visited with the two reference librarians on duty. The investigator simply stood by as an observer willing to assist if communications problems developed.

At the end of this session Group II participants were invited to use the library and given the same reminders that had been given to members of Group I and Group III when they finished their participation.

Formal study of participants' library usage began during the first week of June, 1989. Lincoln Trail Libraries System, the system agency of which Champaign Public Library and Information Center is a part, monitors circulation records for all member libraries. Lincoln Trail agreed to monitor participants' library card activity on a weekly basis and to report the results to the principal investigator.

For the next six months (through October 27, 1989) the investigator had no contact with the participants but recorded the weekly activity reported to him by Lincoln Trail's staff.

Because the investigator accepted a new position at the University of Illinois Undergraduate Library November 10, 1989, he did not immediately administer the post-test. It wasn't until March, 1990, that the post-test was administered to participants at DSC (between March 22 and April 6).

Since nearly an entire year had passed since participants had taken the pre-test or had any contact with the investigator, it was decided to utilize the same questions in the post-test. This repetition allows a direct comparison of responses to pre-test questions with responses to post-test questions a year later.

V. RESULTS

This research measured two different kinds of data:

A. The actual statistics about library use were generated by weekly checks of the use participants made of their library cards.[10]

Actual use of the libraries during this six month period was not particularly high, but there did seem to be some significant differences among participants.

1. Not everyone used the library during that time, but there did seem to be more appropriate use by those who received the bibliographic instruction:

   a. The two who did use the library (GROUP II) checked out different materials each time they used the library, and both returned all materials on time. Among those (GROUP I) who did not receive bibliographic instruction, one of the two users still has not returned the materials checked out more than six months ago, and recently a bill for $32 was generated for the missing items.
   The only person in GROUP III who did utilize the materials had used the library very often before. The other two participants of GROUP III never utilized the library.

2. Neither IQ nor proximity to the library appeared to be a significant factor in determining library usage.

   a. The IQs of the participants who did check out materials ranged from 36 to 72, with one unknown;

   b. The participants who lived closest to a library ((CB and TS in Group III live just four blocks from a library and often go there for weekly movies) did not check out any materials during the period.

B. The comparison of the pre-test and post-test results suggested

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[10]The actual statistics of library card use are recorded in Appendix F.

several conclusions about the participants.[11]

Question 1.

Most had been to the library (11 of 14) in the past 3 months, and had done so for a wide variety of reasons. Of those who had not visited the library one clearly had depended upon family members for transportation to and from the library.

Post-test. Little had changed 9 of 12 had been to the library.

Question 2

One of the most wonderful discoveries was that adults with mental retardation have interests every bit as varied as the general population. Fourteen people names eleven unique and specific interests.

Post-test. The diversity continued one year later. 12 people cited 14 different subjects in which they were interested.

Question 3

The vast majority of adults surveyed utilize television as their primary information source. In this tendency, however, they again mirror the general population.

Post-test. In the post test there was a significant increase in the number of sources subjects used to gain information.

Question 4

This question demonstrated a marked divergence from the general population. Only four of fourteen adults surveyed own more than 1 book, and five owned none. This statistic is shocking, and when matched with the response that all would like to own books, points out an assumption on the part of those who provide for the needs and wants of this group (birthday and Christmas presents, etc.), and a potential incentive for increased library use (a book club idea patterned after many summer reading programs).

Post-test. This statistic stayed largely the same; 7 still had no books of their own. One of the results of this survey is that we have decided to present each participant with a book from the library, suitably inscribed and delivered to them at DSC by the bookmobile drivers.

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[11]Appendix G includes the actual responses to each of the pre-test and post-test questions.

Question 5

In response to this question the majority of respondents indicated typical library-user response: browsing, asking for assistance, or utilizing the card catalog. Only 3 of 14 had no idea of what to do to find a book.

Post-test. A significant increase in the number of people who had some identifiable strategy for finding information.

Question 6

This question, perhaps because it was more specific, generated more confusion among the respondents. Five had no idea of what to do, and only one thought of utilizing the card catalog. Still, the majority indicated initiative in finding information - approaching a librarian or looking it for themselves.

post-test. no real change in post-test.

Question 7

There was more difficulty in asking this question because two of the respondents were unclear in their responses, demonstrating a high degree of suggestibilty. The rest of the respondents were in near agreement on every item except for compact discs and maps.

Post-test. Everyone correctly identified all items as part of the libraries holdings during the post-test.

Question 8

This question attempted to ascertain the respondents' attitudes about borrowing things; an underlying value that librarians and library users hold. Only two respondents took a firm stand against borrowing or lending. None, however, were specific about borrowing things other than money. Four specifically mentioned the importance of returning things once borrowed.

Post-test. There were still two who had reservations about borrowing, but they were a different two. There was much more specificity about the kinds of things it was acceptable to borrow.

Question 9

When I first discussed the project with Developmental Services staff they emphasized the importance of teaching the skill of approaching strangers to seek information. Many adults with mental

retardation are reluctant to do so because of prior experiences with ostracism or ridicule.

That expectation was supported by the finding that 10 of the 14 respondents found it "hard" to approach strangers for help. Most of the respondents were noticeably reluctant to discuss specific incidents about information-seeking from strangers.

And among the four who said they found it easy to approach strangers for help two singled out specific groups: one said "it's easy if it's a woman," and the other said "it's easy if it's staff" (at the group home). It was interesting to note that in pre-testing the pre-test one respondent who was both blind and mildly retarded said "It's easy for me to ask for help because I'm blind."

If adults with mental retardation are to become comfortable approaching librarians for assistance, it will necessitate librarians investing a good deal of time, patience, and reassurance before this group of users feel welcome and well-received.

Post-test. There were still a significant majority who found it difficult to ask for help; a few more were ambivalent about it.

Question 10

This last question was the one attempt of the pre-test to measure the respondents' basic knowledge base. Only two of fourteen could correctly identify the president in office when they were born. Of the remaining twelve, however, both those who guessed and those who didn't know, half had some idea of how to begin to find the information.

Post-test. There were no more correct responses, but there was more specificity and more strategies for finding correct information.

APPENDIX A
CORRESPONDENCE WITH DEVELOPMENTAL SERVICES

605 West Healey
Champaign, Illinois 61820
(217) 359-1712
October 10, 1988

Mr. Dale Morrissey
Chief Executive Officer
Developmental Services Center
Champaign, Illinois 61820

Dear Mr. Morrissey:

I am a graduate student in the Graduate School of Library and Information Science at the University of Illinois and the parent of a client at Developmental Services Center, Catherine Norlin. I am writing to ask permission to involve some DSC clients in a research project I plan to conduct.

One area of great interest to librarians today is called "Bibliographic Instruction." This movement is directed towards programs that help teach various groups of library users how to use the resources and equipment available at the library. For example, all freshmen students at the University of Illinois attend an hour-long introduction to the online computer catalog at the Undergraduate Library. Other examples include helping students find materials for term papers in various courses, taking students on tours of the many departmental libraries on campus, and helping economics students find sources on statistics.

Because my wife is a librarian at a public library, and because I have worked closely with Catherine during her years in school, my interest in this area is in exploring the idea of a bibliographic instruction program that would assist the mentally retarded to more fully utilize the resources available to them at a public library.

In my experience I have found that the public library is often the single educational resource available to Catherine and other mentally retarded adults. Universities, junior colleges, and even many adult education programs often exclude the mentally retarded adult. If librarians go out of their way to develop bibliographic instructions that will help college students use the library, why shouldn't public librarians seek to develop programs that will provide comparable service for mentally retarded adults?

The first step in such a study is to determine if mentally retarded adults do, in fact, use the public library. If the majority do not use the library, it would be instructive to learn why they don't. Reasons might range from lack of transportation to unfriendly reception. If most adult mentally retarded do use the public library it would be important to learn how and why they use

it. They could use it as a pleasant place to go to spend time browsing or visiting or they could go to pursue a specific area of interest.

The research I would like to conduct would consist of two parts. I would like to solicit your assistance in finding six mentally retarded adults who would like to participate in this project: three who use the library regularly and three who rarely, if ever, use the library. I would give each of the six a pre-test that would measure their ability to use library materials and technology, from the card catalog to the automated indexing systems.

The second part of the research would be a program of bibliographic instruction with each volunteer client, utilizing a variety of methods to help him/her become more familiar with library resources and procedures. This instruction could include audiovisual aids, self-guided projects, and individual instruction.

I would ask of each volunteer about four hours of his or her time, about one-half hour each for the pre-test and post-test, and about three hours of time with me at the Champaign Public Library and Information Center. I would provide transportation to and from home or DSC.

The clients would gain, I hope, a greater familiarity with and appreciation for the library, and they would be better able to use the library as an educational resource.

Through this project I would hope to gain insight into ways that public libraries could more successfully develop bibliographic instruction programs for the mentally retarded, programs that would meet the concerns and desires expressed mentally retarded adults themselves.

I would appreciate very much the opportunity to discuss this proposal with you and/or the institutional committee on research with human subjects. Thank you for your consideration.

Sincerely,

Dennis A. Norlin

APPENDIX B:
RESEARCH GUIDELINES

The principal investigator agreed to abide by the research guidelines of both Developmental Services Center and the University Illinois. Copies of these guidelines are available from the respective agencies.

APPENDIX C:
CONSENT FORM

Program of Bibliographic Instruction
for Adults With Mental Retardation

Dennis A. Norlin, Investigator
Graduate School of Library and Information Science
The University of Illinois at Urbana-Champaign
Urbana, Illinois 61801

Consent Form

I, _____, agree to participate in the program that will provide instructions for how to use the library.

I agree to take a pre-test that will demonstrate how much interest I have in the library and how much I know about it.

If I am selected to be part of the group who will receive library instruction, I agree to participate in that instruction.

Whether I am selected to participate in the instruction or not, I agree to take a post-test that will show how much interest I have in the library then and how much I know about it.

I understand that whether I participate in the instruction program or not, I will receive a library card and the right to use it as I wish.

I agree to allow the investigator to check how many times I use my library card and how many items I check out for the next six months.

I understand that the results of my pre-test and post-test will also be kept confidential and used only to demonstrate whether people who participate in the instruction program will use the library more than those who do not.

APPENDIX D:
PRE-TEST

Program of Bibliographic Instruction
for Adults With Mental Retardation.

PRE-TEST

Name_____

Library Card#_____

Birthdate _____

Date of Interview:_____

Interviewer:_____

The interviews were conducted orally and privately. At the conclusion of the interview the interviewer recorded the answers below.

1. Have you been in the Champaign Public Library since Christmas?
   If so, please tell me what you did there the last time you went.
   If not, please tell me the reason you haven't been to the library since Christmas.

2. Is there anything you like to learn more about? (Movies, games, current events, etc.)

3. How do you get more information about the topic you're interested in? Newspaper, TV, radio, books

4. Do you have any books or magazines of your own?

   If you do, what kinds of books do you have?

   If not, would you like to have some of your own books?

5. How do you think you could find a special book you wanted in a room with lots of books?

6. If you wanted to know more about a famous person, how would you be able to tell if there were any books about that person at the library?

7. I'm going to show you several things that people use to get information about things, and I'd like you to tell me what each is, and whether you think you could borrow one of these the Champaign Public Library.

   a. LP record

   b. Compact Disc

   c. Audiocassette

   d. Videocassette

   e. Newspaper

   f. Magazine

   g. map

   h. Bible

   i. dictionary

8. Do you ever borrow something from a friend instead of buying it yourself? What kinds of things? Do you think that borrowing is a good idea?

9. Is it easy or hard for you to ask a stranger for help? Can you tell me about a time or two you've asked someone for help and what happened?

10. Do you know who was President of the United States when you were born? If you do, how do you know that? If not, how could you find out?

APPENDIX E
Presentation to Champaign Public Library Adults Services Staff/
5/9/89

Bibliographic Instruction for Adults
with Mental Retardation

Champaign Public Library and Information Center
May 9. 1989

I. Hierarchy of Preferences in
Attitudes Towards Disabled Persons

1. Minor disabilities or impairments
2. Loss of one or more extremities
3. Loss of a complete sense
4. Mentally ill
5. Mentally retarded

II. Reasons for Providing Bibliographic Instruction for Adults with Mental Retardation.

1. Public in public library
2. Special needs group
3. Educational Role of library
4. Increased use of library
5. Change in library atmosphere
6. Enhance library's image
7. It's the law

III. What is Needed for Successful Program of BI for Adults with MR

1. Inservice Education
2. Literature Search
3. Evaluation of
   a. collection
   b. facilities
   c. equipment
4. Institutional Cooperation

APPENDIX F:
LIBRARY CARD USE BY PARTICIPANTS 6/1/89 - 10/27/90

PARTICIPANT	AGE	MARITAL STATUS	EMPLOYMENT STATUS	IQ	LIBRARY TRIPS	TOTAL ITEMS CHECKED OUT
GROUP I: PRE-TEST AND TOUR						
KH	27	S	DT*	64	-	-
DJ	27	S	DT	37	-	-
NJ	26	S	DT	29	-	-
OT	62	S	DT	Unknown	2	5
KV	34	S	DT	60	3	4
SL	26	S	DT	45	-	-
GROUP II: BIBLIOGRAPHIC INSTRUCTION						
MG	26	S	DT	72	2	3
MM	27	S	DT	33	2	2
RM	39	S	Regular work	59	-	-
LT	26	S	DT	40	-	-
GROUP III: PRE-TEST ONLY						
CB	24	S	DT	42	-	-
TS	21	S	School	36	-	-
JF	35	S	DT	36	2	2

* DT indicates employment at Developmental Services as Trainee

Date	Patron	Group	Items	Action
5/10/89	KV	I	Charlotte's Webb	5/08/89 Due 5/22/89
6/5/89	OT	I	Weep No More My Lady	5/24/89 Due 6/21/89 Overdue[1]
			Society Princess	" Overdue
			Dark on the Other Side	" Overdue
	KV	I	Redbook (2 monthly issues)	5/22/89 Due 6/05/89
	MM	II	The Films of Laurel and Hardy	5/11/89 Due 6/8/89
6/9/89	OT	I	Ideals, 1987	6/7/89 Due 7/5/89 Overdue
			In Your Garden	6/7/89 Due 7/5/89 Overdue
	MG	II	Basketball's Greatest Games	6/6/89 Due 7/5/89
			Fifty Years of the Final Four: Golden Moments of the NCAA Basketball Tournament	6/6/89 Due 7/5/89
	MM	II	Varsr-Moon	6/6/89 Due 7/5/89
6/15/89				
6/23/89				

7/6/89					
7/17/89					
7/28/89	KV	I	Vertical file envelope	7/18/89	Due 8/1/89
8/4/89					
8/14/89					
8/18/89	MG	I	Bob Knight: His Own Man	8/16/89	Due 9/13/89
8/25/89					
9/1/89					
9/8/89					
9/15/89	JF	III	Baseball's Best	9/11/89	Due 10/09/89
9/22/89	JF	III	Take Me Out to the Ball Game	9/18/89	Due 10/16/89
10/20/89					
10/27/89					

APPENDIX G: Pre-Test and Post-Test Responses to Questions

Question 1

Have you been in the Champaign Public Library or the Urbana Free Library since Christmas? If not, what were the reasons you didn't go? If yes, what did you do when you last came?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	Yes looked at books, tapes	Yes looked at movies
DJ	Yes looked at books	Yes looked at books; checked some out
NJ	Yes "book"	Yes saw books, tapes, checked out tapes
OT	No	Yes looked at books
KV	Yes watched movies	Yes read books
SL	No Don't know	No too far from my apartment
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	No Used to come with my family	No too busy working
MM	Yes looked at books	Yes checked out a book
RM	Yes to vote, check out movies	Yes to vote, movies shouldn't cost; they don't at Urbana
LT	Yes looked at books	Yes looked at books
PRE-TEST ONLY		
CB	Yes Movies	No Overdue notice and fine made me mad
TS	Yes Watched movies	Yes Listen to records
JF	Yes Checked out books	*

Question 2.

Is there any subject about which you'd like to learn more?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	music -- Bobby Brown	music and sports
DJ	fairy tales	Easter, One Hundred and One Dalmatians
MJ	books	cooking
OT	book	sports
KV	My Three Sons	Helen Keller
SL	Music - Michael Jackson	Music -- Michael Jackson
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	sports - Cubs and Cards	sports - basketball, baseball
MM	movies	houses, sports
RM	nothing - [adamant]	movies - any subject
LT	cats	repeats "about," echoes question
PRE-TEST ONLY		
CB	nothing	horses, animals of all kinds
TS	books, records	music, rock music
JF	racing cars	*

Question 3

How do you get more information about the topic you're interested in? Newspaper, TV, radio, books? (* A number of people mentioned more than one source)

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	Newspaper	News Gazette, the sports page about NCAA finals
DJ	TV	newspapers sometimes, tv sometimes
NJ	books	books
OT	TV	newspaper, tv, radio
KV	TV	newspaper, tv, radio, books
SL	TV	TV, records
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	newspaper, tv	newspaper, tv, radio
MM	tv, radio	newspaper, tv, radio, books
RM	CB radio	TV, a girl named J__ tells me about movies
LT	TV	newspaper, tv, radio, books
PRE-TEST ONLY GROUP		
CB	TV, radio, "I can't read"	newspaper, talk to mom or friends, "I can't read"
TS	TV	TV, radio, books
JF	I read books	

Question 4

Do you have any books or magazines of your own? If you do, what kinds of books are they? If you don't, would you like to own some books?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	No books; would like to own some	Borrow little brother's Jet and Ebony; wouldn't mind having some of my own
DJ	Yes - 1, the Bible	Yes - 2, Tom Sawyer, Huckleberry Finn
NJ	Some - no names	0 - "don't know if I want any"
OT	0, would like some	0, would like some
KV	0, would like some	0, don't know if I want any
SL	0, I borrow my parents' magazines	0, I would like some
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	1, I have a subscription to Sports Illustrated	0, my subscription ran out; I would like books on sports
MM	Yes, I have catalogs	Yes, I have some about far away places
RM	No, just a subscription to HBO Guide Don't want any; too expensive	1, on motorcycles Don't want any
LT	Yes, some (vaque)	[No real response, just echoes question]
PRE-TEST ONLY GROUP		
CB	0, I would like some	0, I would not like to have any
TS	0, Yes, I would like some	Yes, some magazines
JF	A lot, car books	*

Question 5

How do you think you could find a special book you wanted in a room with lots of books?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	look for it [browse]	look- go down the row
DJ	use the card catalog	look in card catalog, "E for Easter"
NJ	ask for help	look on shelves [browsing]
OT	look for it [browsing]	look [browsing]
KV	don't know	don't know
SL	ask librarian	ask librarian
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	use card catalog; it tells the book's number and where it's at	ask librarian for help
MM	look on shelves [browsing]	ask for help; want book on Hawaii
RM	ask someone	walk in and look on shelves until you find it [browsing]
LT	no response	"I don't know"
PRE-TEST ONLY GROUP		
CB	no response	ask someone for help
TS	no response	ask people
JF	use the card catalog	*

Question 6

If you wanted to know more about a famous person, how would you be able to tell if there were any books about that person at the library (*One person gave a two-part answer)

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	ask for help	Tell the librarian, "I'd like to read about..."
DJ	talk to the staff	Look at card catalog, "find Lincoln, Abraham"
NJ	ask a librarian	See a movie about them
OT	ask someone for help	Look at the shelves
KV	no response	Helen Keller - I've already read three books about her
SL	ask for help or try to find it	ask the librarian
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	Michael Jackson - read the newspaper	Magic Johnson - ask the librarian
MM	no response	Tell someone
RM	check card catalog	Maybe ask someone
LT	no response	no response
PRE-TEST ONLY GROUP		
CB	don't know more	"My friend J__ went to Africa; I'd like to learn about Africa and go there sometime."
TS	no idea	"Singers" - I don't know
JF	racing - ask a librarian for help	*

Question 7

I'm going to show you several things that people use to get information about things, and I'd like you to tell me whether you think you could borrow one of these at the Champaign Public Library or the Urbana Free Library?

a. LP record b. Compact Disc
c. Audiocassette d. Videocassette
e. Newspaper f. Magazine
g. Map h. Bible
i. Dictionary

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	NO: CDs; all others yes	All yes
DJ	NO: CD, newspaper, map, Bible All others yes	All yes
NJ	No clear response to most things	All yes
OT	NO: CD, newspaper, map All others yes	All yes
KV	NO: CD, newspaper, map All others yes	All yes
SL	NO: CD, all others yes	All yes
BIBLIOGRAPHIC INSTRUCTION GROUP		
MC	All yes	All yes
MM	All yes	All yes
RM	NO: newspaper, map All others yes	All yes
LT	NO: CD, newspaper, map All others yes	All yes
PRE-TEST ONLY		
CB	All yes	All yes
TS	All yes except for CDs	All yes
JF	All Yes	*

Question 8

Do you every borrow something from a friend instead of buying it yourself? What kinds of things do you borrow? Do you think borrowing is a good idea?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	Yes, okay if you return it	put things back where they belong
DJ	Yes, okay if I bring it back	Yes, records; my sister borrows records; I borrow things, too.
NJ	[nodded yes]	Maybe borrowing food is okay
OT	Yes	No; I can't think why
KV	Yes	Yes, a good idea, I borrowed a hammer
SL	Yes, if it's returned things	People borrow from me; it's okay sometimes; plates and glasses, but it took them a while to bring back
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	Yes, if you bring it back	I prefer to pay myself; If I do borrow I'll put it back; I'm smart
MM	Yes	Yes, I borrow the newspaper from a friend
RM	No - I don't know; Don't loan; people won't they're	Borrowing movies is okay; at Urbana library free; that's a good idea
LT	Yes	Yes [no other response]
PRE-TEST ONLY		
CB	No, it's okay, I guess lets	If you ask someone it's okay, but if your friend you borrow you have to give it back
TS	Yes -	No, okay if you ask...a book
JF	Yes, if you bring it back	*

Question 9

Is it easy or hard for you to ask a stranger for help? Is there a reason why it's easy or hard?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	hard	not too hard; I've asked for directions before
DJ	hard	sometimes it's easy; you can approach a manger to ask for directions
NJ	hard	hard - easy [appeared to change mind] - "ask my mom"
OT	hard	easy [no other comment]
KV	hard	hard - sometimes I have trouble
SL	easy	sometimes it's easy; I can ask a policeman
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	Easy "if it's a woman"	"easy for me at the library"
MM	hard	hard "People haven't been kind when I've asked for help"
RM	"don't talk to strangers"	No - "people aren't helpful"
LT	hard	hard [no other response]
PRE-TEST ONLY GROUP		
CB	hard	hard - if someone's busy, you need to find out for yourself
TS	help with paper work; ask staff member	hard - it's not easy
JF	easy	*

Question 10

Do you know who was the President of the United States when you were born? If correct, how do you know that? If incorrect, how could you find out the right answer?

	Pre-Test - April, 1989	Post-Test - April, 1990
PRE-TEST AND TOUR GROUP		
KH	JFK [correct]	JFK - "I read about it at the library"
DJ	Washington; I asked a friend	Abraham Lincoln - look in the card catalog
NJ	no response	"he died"
OT	"I have no idea"	don't know; look on TV
KV	No -- know"	President Nixon (incorrect); "I don't know how I
SL	No - ask my parents	No - look it up in the dictionary
BIBLIOGRAPHIC INSTRUCTION GROUP		
MG	I don't know; look in an encyclopedia	Eisenhower [incorrect]; look in an encyclopedia
MM	George Washington; ask somebody	I don't know; ask someone
RM	George Washington; ask mom and dad somebody	Lincoln or Washington, probably Lincoln, ask
LT	Washington	[Vague] "Government" [then echoes question]
PRE-TEST ONLY		
CB	no idea	No; I don't know how to find out
TS	Nixon, I don't know how I know	Help me please; I don't know; I'd ask my mom
JF	I don't know; use an encyclopedia	

Select Annotated Bibliography

I. Efforts of Various Agencies to Effect Integration into the Community of Adults Who Are Mentally Retarded

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McCook, Beth, Cipani, Ennio, Madigan, Kathleen, and LaCampagne, John, "Developing Requesting Behavior: Acquisition, Fluency, and Generality," Mental Retardation 26:3 (June, 1988), 137-143. Authors report the results of an experiment designed to teach two severely retarded adults to develop appropriate requesting strategy and behavior in the workplace. What appears to be a rigorous scientific experiment, however, in actuality contained many questionable parameters and raised ethical questions about experimentation with adults who are mentally retarded.

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Jensen, Janet L., "Programming for Mentally Disabled Adults." Shenandoah, IA: Shenandoah Public Library, 1987. Two page description of ten programs for mentally disabled adults who work at a local sheltered workshop and others enrolled in the workshop's reading classes. In an accompanying letter to Teresa Mensching, Director of the LOEX Clearing House for Library Instruction, Eastern Michigan University (12/7/1987), the author states: "The 20 adults I am working with are so excited about what the library has to offer. Providing suitable materials for them is a great challenge, however. Hi/lo materials are just not visually oriented enough to attract and hold their attention, yet many of them do have such sophisticated interests that I cannot meet their needs with materials form [sic] the children's collection that are at their reading levels. I am having much better luck with nonprint materials, but the nonprint detracts from their instructor's efforts to teach them to read."

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Spaziani, Carol, "Fact of Fiction: How to Use the Iowa City Public Library. Five Sessions for Special Populations Involvement." Iowa City, IA: Iowa City Public Library, January 16, 1986. Unpublished advertisement and accompanying memos describing the Iowa City Public Library's program for special populations, a program that was attended almost entirely by adults who were mentally retarded. The program was repeated in the spring, 1988.

Strider, Fred D., and Menolascino, Frank J., "Resources for the Mentally Retarded Citizen: A Bibliographic Essay," Library Trends 30 (Spring, 1982), 577-590. Part of a special issue of Library Trends: "Mental Health: Information, Libraries, and Services to the Patient," this essay is the only one devoted to the mentally retarded rather than to the mentally ill. The article is primarily, however, a guide to literature about mentally retardation, not a bibliography that can be used by persons who are mentally retarded.